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ABSTRACT

The ratings given by supervising teachers to student teachers over a two-year period were studied with the aim of determining a consensus on evaluating the student teaching experience. The following nine performance variables were selected as important to successful teaching: (1) enthusiasm; (2) English usage; (3) poise; (4) classroom control; (5) teaching skills; (6) organization; (7) command of subject; (8) general information; and (9) overall teaching performance. Some conclusions reached were that supervisors' ratings of student teaching performance tend to be consistent with cumulative academic achievement; the sex of the student had little influence on performance; and elementary teachers received higher ratings than secondary teachers. The high correlations among the nine teaching performance variables, the supervising teachers' ratings on overall evaluation, and a constructed Factor 1 (an index reflective of the nine teaching performance variables) suggest the existence of a factor controlling the supervising teachers' ratings on teaching performance variables. It is suggested that an intern's teaching effectiveness is influenced by the personality of the intern, and that physical attractiveness may be a predictor of a student teacher's progress and potential. (JD)

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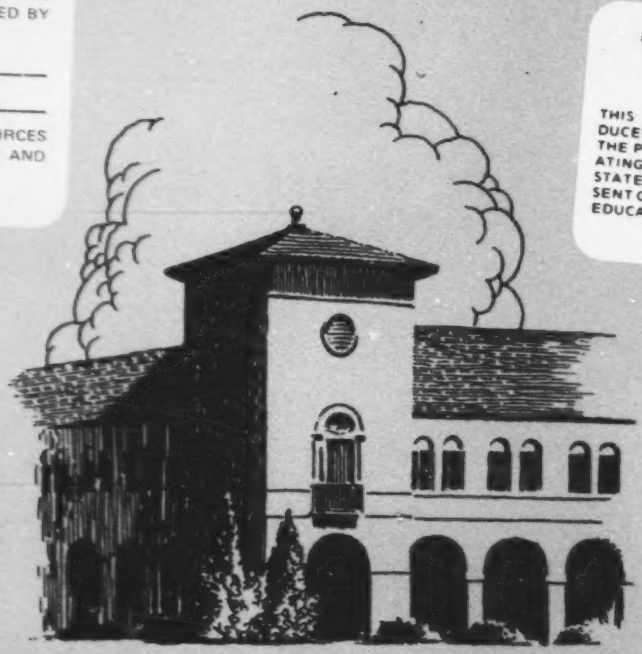

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EVALUATION OF STUDENT TEACHERS: RATINGS BY SUPERVISING TEACHERS ON NINE PERFORMANCE VARIABLES

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EVALUATION OF STUDENT TEACHERS: RATINGS BY SUPERVISING TEACHERS ON NINE PERFORMANCE VARIABLES

by

C. Robert Blackmon, Jerry W. Andrews, and James A. Mackey

INTRODUCTION

Although student teaching is regarded by teacher educators as an essential clinical experience, consensus is lacking on evaluation of that experience. (1) (2) (3) For some insight into one aspect of the evaluation of student teaching, the authors studied the ratings given by supervising teachers over a two-year period.

METHODS

The 442 subjects selected for this study were Louisiana State University student teachers who were enrolled during a semester within a two-year period, 1973-75. However, in some computations only 434 subjects were involved because of insufficient data on some items for eight subjects. The student teachers were assigned to groups on the basis of their cumulative academic achievement, as follows: low, 2.0-2.2; middle, 2.5-3.0; and high, 3.7-4.0. The students were grouped according to sex and teaching level. Males numbered 75 and females 359. By teaching level there were 161 elementary and 273 secondary majors.

Teachers who rated students in this study were certified by the State of Louisiana as supervising teachers. Their selection was a result of their function as the supervising teachers of the subjects of this study.

The instrument used by the supervising teachers for rating the subjects in this study included 22 Likert-scale items used at LSU for rating

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all student teachers. That instrument, as Ingils noted in a study of 70 teacher evaluation checklists (3), contained criteria similar to those used widely in the U.S. From that instrument nine teaching performance variables were selected subjectively by the authors as the most important ones among the 22 items. The nine variables were: enthusiasm for teaching (Enthusiasm); displays good English usage (English Usage); is poised, confident, and demonstrates self-control (Poise); maintains effective classroom order and control (Classroom Control); demonstrates skill in sound teaching practices (Teaching Skills); organizes and plans imaginatively and effectively (Organized); shows command of subject matter (Subject Command); possesses extensive breadth of general information (General Information); and overall teaching performance (Overall Evaluation).

Summary statistics and Pearson product-moment correlations were computed for the nine performance variables (Table 1), and a least-squares analysis of variance (ANOVA) for unequal subclass numbers was calculated to test for differences among cumulative grade point average groups, sex, group by sex, and teaching level. (Table 2) Mean ratings discussed in this paper are in fact means adjusted to eliminate the influence of sex and teaching level on the achievement groups.

An analysis of principal components was calculated for all teaching performance variables except the Overall Evaluation. The eight variables were used in a factor analysis to construct a tenth variable as an index of teaching performance reflective of the eight teaching performance variables. The researchers labeled that index Factor 1.

FINDINGS

Student teachers received mean ratings above the conventional Likert-scale mean of 3.00 on all nine teaching performance variables. Students

Table 1

STUDENT TEACHING PERFORMANCE VARIABLES CORRELATIONS*

	Enthusiasm R1 (N=442)	English Usage R2 (N=442)	Poise R3 (N=442)	Classroom Control R4 (N=441)	Teaching Skills R5 (N=442)	Organized R6 (N=442)	Subject Command R7 (N=442)	General Information R8 (N=442)	OVERALL (N=434)	FACTOR 1 (N=442)
R1	----	.466	.648	.566	.664	.673	.614	.593	.773	.834
R2		----	.413	.400	.492	.490	.430	.462	.530	.633
R3			----	.659	.615	.597	.570	.506	.732	.799
R4				----	.606	.530	.494	.514	.667	.762
R5					----	.665	.613	.595	.731	.838
R6						----	.643	.562	.757	.827
R7							----	.721	.686	.808
R8								----	.650	.782
OVER-ALL									----	.875
FACTOR 1										----

*All significant at .0001 level

Table 2

LEAST SQUARES ANALYSIS OF VARIANCE
BY TEACHING FACTOR VARIABLE

		R1		R2		R3		R4		R5		R6		R7		R8		R9	
SOURCES	DF	MS	F	MS	F	MS	F	MS	F	MS	F	MS	F	MS	F	MS	F	MS	F
GPA																			
group	2	.36	.74	.84	2.13	.55	.13	1.29	2.20	1.30	2.59	.63	1.09	1.31	2.91*	1.85	4.39**	2.61	5.85**
Error		.48		.39		4.23		.59		.50		.58		.45		.42		.45	
Sex	1	.01	.01	.34	.86	.05	.09	.50	.85	.44	.89	.72	1.21	.09	.19	.01	.01	.10	.22
Error		1.00		.40		.56		.59		.49		.60		.47		1.00		.45	
Group by Sex	5	.41	.87	1.14	2.91*	.65	1.34	.15	.25	.24	.48	.47	.80	.13	.30	.07	.16	.08	.18
Error		.47		.39		.49		.60		.50		.59		.43		.44		.44	
Teaching Level	1	3.05	6.28***	1.34	3.42	1.14	2.33	.16	.27	2.41	4.81*	1.97	3.32	1.53	3.40	4.35	10.31***	1.26	2.82
Error		.48		.39		.49		.59		.50		.59		.45		.42		.45	
Total		433		433		433		440		433		433		433		433		433	

* sig. at .05
** Sig. at .01
*** sig. at .001

R1 Enthusiasm for teaching.
R2 Displays good English usage.
R3 Is poised, confident, and demonstrates self-control
R4 Maintains effective classroom order and control.
R5 Demonstrates skill in sound teaching practices.
R6 Organizes and plans imaginatively and effectively.
R7 Shows command of subject matter.
R8 Possesses extensive breadth of general information.
R9 Overall teaching performance.

whose cumulative academic achievement was lowest among the three grade point average groups received, variable by variable and for the Overall Evaluation, the lowest mean ratings on all variables included in the study. While students with the highest cumulative academic achievement received the highest mean ratings on all variables with two exceptions, students whose previous academic achievement placed them in the middle group received higher mean ratings for Classroom Control and Teaching Skills than did students in the highest group.

For students in the low achievement group, the means were lower than those in the middle and high groups. Mean ratings for this group exceeded 4.00 on all variables except two; they received a 3.87 mean rating for Classroom Control and a 4.00 mean rating for Teaching Skills. The low group received their highest mean ratings for English Usage (4.32) and Enthusiasm (4.40).

Students from the middle academic achievement group received their lowest mean ratings for Classroom Control (4.15) and Teaching Skills (4.28). The highest ratings received by the middle achievement group were for Enthusiasm (4.53) and English Usage (4.45). The Overall Evaluation mean (4.49) for the middle group exceeded that of the low group (4.11) but was less than the mean Overall rating (4.72) for the high group.

Students in the high academic achievement group also showed mean ratings above the Likert-scale mean of 3.00, exceeding 4.00 on all of the nine teaching performance variables. The lowest mean ratings received by the high group were on Classroom Control (4.15) and Teaching Skills (4.26), and their highest mean ratings were received on Subject Command (4.90) and English Usage (4.81).

The average mean ratings for all three achievement groups were lowest for Classroom Control and Teaching Skills. Correspondingly, there was no

high variable common to all three groups.

A comparison by sex of the mean ratings received for the nine teaching variables showed that females achieved higher ratings than males in all categories except Subject Command. As with the academic achievement groups, the lowest mean ratings by sex were for Classroom Control.

Mean ratings received by students by teaching level (elementary major vs. secondary major) indicated that elementary majors received higher ratings in every category than did secondary majors. The highest ratings received by the elementary majors were for Subject Command (4.62) and Enthusiasm (4.62). Secondary majors received their highest ratings for Subject Command (4.49) and English Usage (4.47). For both elementary and secondary majors the lowest mean ratings were received for Classroom Control (4.08 for elementary and 4.04 for secondary majors).

Correlation coefficients found to exist among the ten teaching performance factors were very high. (Table 1) All were significant at the .0001 level.

CONCLUSIONS

1. Supervisors' ratings of student teaching performance tend to be consistent with cumulative academic achievement. That is, those students with the highest academic achievement received higher performance ratings than those with lower academic achievement.
2. The sex of student teachers appeared to have little influence on performance in student teaching.
3. Elementary teachers received higher ratings than secondary teachers on most of the variables included in this study.
4. The high correlations among the eight teaching performance variables, the

supervising teachers' ratings on Overall Evaluation, and a constructed Factor 1 (an index reflective of the eight teaching performance variables) suggest the existence of a factor controlling the supervising teachers' ratings on teaching performance variables.

It is statistically improbable that all of the separate items would correlate so significantly with each other unless each also correlated similarly with one other factor. Since all of the variables correlate significantly with the Overall Evaluation, the Overall Evaluation could be the single factor controlling the evaluations subsequently made by the supervising teacher of the eight specific teaching performance variables. While the writers did not investigate that possibility, some reinforcement for the speculation on this one-factor suggestion can be found in Schmunk's (5) finding that an intern's teaching effectiveness is influenced by the personality of the intern and by Nailler's conclusion (4) that physical attractiveness was the strongest predictor of a student teacher's progress and potential. Consonant with Nailler's finding in reference to a 52-item student teacher rating instrument, the writers' factor analysis revealed that one factor (based on the original eight ratings) accounted for 62 per cent of the variability in the correlation matrix.

Recommendation for further research

The writers recommend further research to identify the major factor or factors which tend to control or modify the ratings usually included in the evaluation of student teachers.

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